

# CULTURAL COMMITTEE BEGINS PROGRAM

## THE ADVOCATE

The Year of the Personality Cult News, Satire, and Sarcasm

VOL. 1, NO. 12

MARCH 20, 1969

10 CENTS



Margaret Shannon

### Dr. Shannon Speaks On Her Appointment

Dr. Margaret R. Shannon will replace Marguerite Gourville as chairman of the Education Dept. next year. Miss Gourville is retiring after forty years of teaching at Lowell State after thirty years as chairman of the Department of Education. In an interview with the *Advocate* last week, Dr. Shannon discussed her background for this position and her plans for the department.

"There is one thing I want you to understand, Miss Gourville is chairman of this department until June 1969. I begin as chairman in September of 1969." In this way Dr. Shannon stated that she must first step into the position before knowing what her course of action will be. She did not want to make "broad generalizations or nebulous statements" which might be totally worthless in terms of what she would ultimately do. She felt it was her job to first research and assess the department. Such a process had to take into consideration such things as the new faculty that will join the Education Department next year. Dr. Shannon stated that she must first determine "what we need".

Elaborating further Dr. Shannon explained that the

education department had a very large program. The department works very closely with the public school system. She explained that they constitute an active part of teacher education and there should be greater co-operative effort between these schools and the college. She stated that the Commonwealth was primarily interested in training teachers to work in their school systems. Any curriculum changes would have to follow the normal route of coming before the Faculty Senate for approval to be implemented.

When questioned on the emphasis she would give to student suggestions for changes within the department, Dr. Shannon stated that she would be more than willing to co-operate with the S.G.A. committee on education. She further pointed out that she had received offers from numerous other colleges to join their faculty but had stayed at Lowell State because she was deeply committed to one school and to its students.

She pointed to her many educational qualifications; having been on the Editorial Review Board of the Harvard Educational Review. This post, she explained was voted to the student by faculty and she had served on it the first two years it

was turned over to student control.

Dr. Shannon received a bachelor of science in education from Lowell State and her masters and doctoral degrees in education from Harvard University. She began her teaching career in the Cambridge public school system, and in 1951 she joined the faculty of Lowell State as assistant professor. She was appointed as associate professor in 1959 and became a full professor in 1965. Dr. Shannon has been a lecturer at the summer sessions of the Institute of Applied Linguistics at Illinois State College and the Institute for Teachers in Bastrop, Louisiana.

The co-author of teacher's guides for Day of Fun, Our Happy Ways, Meet Our Friends, and Our Good Neighbors, of Bobbs-Merrill's Reading for Living Series, Dr. Shannon has authored a number of articles for professional journals. These include: "Let's Read: A Linguistic Analysis - A Review" for the Teachers College Record, "Testing Knowledge of Sounds and Spelling" for Hexagon, and "Sheldon Series Makes Its Debut" - A Review" for the

Continued on Page 8

### NEW COMMITTEE TAKES ACTION

On Tuesday, March 11 at 1 p.m., the newly formed cultural committee sponsored a multi-screen slide show and symposium on the Early Childhood Program of the Elementary Education Department. The show was presented by a group of twenty-seven Lowell State Students, all juniors and seniors, some of whom have been working with this program since September. The students have been working in Kindergarten and Head Start Centers in the Eastern part of this State.

The technique used for this production was to present three slides on different screens at the same time. One slide pictured the girls in their actual classrooms with the students. Another slide showed these girls at the Educational Development Center in Newton. Working through this center, it has been possible for the girls to set up workshops in art and science

and music. The girls explained that these workshops were helpful for them in that they allowed the girls to feel and experience the same thing that the students would feel when working with paint or singing a new song. From experience and participation, not from a book, the girls learned to sing the songs. This is how they felt that the children could learn.

Shown simultaneously with the other two slides, the third slide pictured the girls on their trip to New York. Here, they visited many different types of schools in different parts of the city in order to see the diversity in learning approaches. They explained that the reason for showing the three slides simultaneously was to show the relation between what they were doing at the E.D.C., in the actual classrooms, and in the schools they visited in New York.

Throughout the program,

the girls pointed out that special emphasis was placed on personal involvement and commitment of the teacher. They explained that it was the teacher's guidance which helped the child to think, to feel, to become more aware of his environment. Therefore, in order for the teacher to do this, she must be able to think, to feel, to be aware of her environment.

The girls explained that because the atmosphere of their classrooms was informal, it lacked that "professional look." Yet, they felt that this helped the child to be more comfortable and more interested in what he was doing. The conventional classroom was put aside for one more informal designed by the teacher and her students. Instead of cramming the children into typical little desks and chairs, one girl explained, the room was changed to fit the occupants.

Continued on Page 6

Is Lowell State a college? Are there any students at Lowell State? What should the function of the Student Government be in the college community? These and other most relevant questions have been or will be the topic of discussion in a series of panel discussions initiated by the Cultural Committee.

The idea for this committee was engendered by the Student Study Group. With its chairman, Bill Tucker, and other committee members, Jerry Ducharme, Terry Lisien, and Ingrid Shadan, it has been the endeavor of this committee to stimulate a questioning, yet informative atmosphere on campus. The committee has attempted to do this through films, slide shows and discussions; mainly in the area of education.

On March 11, a slide show and discussion attempted to acquaint the students with the Early Childhood Program of the Elementary Education Department at L.S.C. Twenty-seven students are working in this program, fourteen since last September. The program is now an integral part of the Elementary Education Department, yet, few students on campus are aware of what it is about. In conjunction with the Educational Development Center in Newton, and under the directorship of Dr. Allen Leitman, these LSC students have helped children to learn, by becoming more aware of their environment and by realizing the relationship of all things in the total learning process.

On Tuesday, March 18, a panel discussion of three faculty

### FACULTY RATING COMING

The *Advocate* would like to announce that it will conduct a faculty rating this year for both the fall and spring semester for the 1968-1969 year. The rating will be based on a completely new questionnaire drawing from the questionnaires used at Tuft's University, Harvard, Harvard Ed. School, Salem State College and the University of Oregon. The questionnaire is being formulated by Mary Lee Brassard, Chairman, Cheryl Kennedy, Ingrid Shadan, Linda Hess, Pamela Barron, and KiKi

members and three students centered on the topic: "Is Lowell State a college?" This discussion was filmed on video tape to allow more students to view it. Although the main idea was to have the panel discuss aspects of a college in general, then to try to relate some of these to Lowell State specifically, the discussion was found to repeatedly center on LCS specifically. Some of the panel members expressed the feeling that they thought the discussion came off better than they had expected. The panel included: Joyce Denning, Hist. Dept.; Dudley Hascall, Eng. Dept.; Dr. Ruth Tanner, Bio. Dept.; Phil Gibson, Jack Ford, and Pat Price.

A film on the Fayerweather Street School was shown at 1:00 p.m. and at 2:30 on Wednesday, March 12 in the lounge. This school, which is located in Cambridge, is modelled after the Leistershire School System in England. The film was narrated by John Holt, who acts as a consultant to the Fayerweather Street School. In an atmosphere freed from all structure and rigidity, the students are allowed to develop their own talents and special interests. In the words of the narrator of this film, "in the midst of this seeming disorder, there is order."

With the assistance of several members, it is becoming increasingly possible for this committee to sponsor lectures on the collapse of liberalism in this country; and with the integration of learning in all aspects of life. A poetry reading has been discussed, which may be possible for the middle of April.

The members of this committee are open to any ideas from faculty and students which may be helpful in stimulating an intellectual atmosphere on campus.

Vergados. It is hoped that this new rating will be more particular thus giving a more accurate picture of the course. A new method for dispersal is being worked on to insure that an adequate cross-section of each course is attained. This questionnaire will be handed out after Spring break and released hopefully before electives are chosen at the end of Spring semester and again during Freshman Orientation and Registration at the beginning of Fall semester.

### Friends Speak At State

Monday, March 17, before a small turnout, Dick Wilson, the regional representative of the American Friends Society, presented and discussed the

position of his organization on peace and the attainment of peace in Biafra, Vietnam, and the Middle East.

Continued on Page 7

### PIZZA by CHARLES

1334 Middlesex Street  
452-1172

TAKE OUT AND COUNTER SERVICE

PIZZA - PEPPER STEAK - VEAL CUTLETS

Variety of Sandwiches on 6" and 11" Rolls



## New Directions In Education

Lowell-----Things are happening to elementary schools in the Merrimack Valley. Five Valley communities have built, are building, or are planning new schools, the architecture of which differs greatly from what schools have always looked like.

In Chelmsford, the new Harrington School opened its doors just a few weeks ago. Andover's Bancroft School will open very shortly. In the fall, Methuen and Westford have similarly untraditional schools scheduled to open, and the town of Groton has such a school in the planning stages.

Traditional schools contain separate, walled classrooms where children are kept, for the most part, according to their grade. The new schools are open, and therefore more flexible. They have movable walls to make large rooms or small rooms for small or large classes. They are designed so that children can be regrouped from time to time during the day or week in classes that work at different levels under the direction of different teachers. They are built around a central core, called a "resource center" where many new kinds of audio visual materials can be used for instruction, and which contains a library, where children are encouraged to study individually.

These new, open plan schools are being built because of new ideas about the best way to educate young children. Although these new concepts can be, and in some cases are, practiced in traditional schools, the flexible plan of the new architecture makes it easier.

This new educational approach is known by a variety of names. It is referred to as "non graded", as "Continuous progress", as "individualized instruction" or as "open concept" education. By whatever name, educators feel it has many advantages over traditional education.

The Northeast Regional Center, a division of the state department of education, has been very much interested in the developments that have been taking place in the Merrimack Valley. Located in North Andover, the Center is close to all five communities where the new schools will exist. In order to help with what the Center regards as the most crucial problem facing these communities, that of finding suitable, experienced staff, the Northeast Regional Center has begun a program called Operation PROD.

PROD stands for Personnel Reorganization Orientation and Development. It is a cooperative effort between the New England Regional Center, the five communities where the new schools are being or will be built, and teacher training

institutions to help develop principals, guidance personnel, teachers, substitutes, teacher aides, and student teachers whose attitudes will help make these new concepts work.

The training of student teachers, the Center feels, is crucial to the success of PROD. Lowell State College has been asked to participate in Operation PROD and establish such a training program. According to Assistant Professor Robert Sinibaldi, who is in charge of student teacher placement in Lowell State College's elementary education program, the program will be launched on March 24 when twelve Lowell State juniors begin their teacher internship at the Harrington School in Chelmsford.

The experience of these 12 students will differ from those placed in traditional schools in that they will become part of a team, rather than work in one classroom under the direction of one teacher. With the new approach to education, Mr. Sinibaldi explains, teachers must be able to cooperate as a team.

In the traditional school children are kept together as a class and spend most of their day with one teacher. But educators today, Mr. Sinibaldi says, are raising many questions about traditional education. Because children are the same age and therefore assigned to the same grade, educators are asking themselves, does that mean these children are ready to do the same work? Is it fair to expect Johnny and Mary and Suzy, just because they are seven years old, to accomplish the same amount of work by the time they have finished the second grade?

Obviously, children differ in their ability. Johnny may be a whiz at math, while Suzy does best in reading, and Mary is a slow starter who needs another year or two to catch up in all subjects. With an open concept approach, Johnny will advance as fast as he can in math, but take more time with reading; Suzy will move quickly in reading, but go more slowly with math; and Mary, without undue pressure, will progress in both subjects only as she is able. The children will move from one group to another, not according to the grade they are in, but according to the rate of progress they are able to make in a particular subject.

In the new set-up, teachers will work as a team. They must be able to take direction from a teacher who acts as a leader by overseeing the development of a program in a particular subject, and they may be called upon to act as leaders themselves, taking responsibility for a subject area of particular interest to them and making the program work. The experience of the students

Continued on Page 8

## Chess Club

The Lowell State Chess Club, after losing its first two starts played St. Anselms to a draw here on February 28. Winning their games were Woodrow Pintal and Brian Hayden while Paul Hartwell played a draw game. Other members active in the club are

Mary MacDonald, Ken Lecompt, Paul Bailey, Neil Crocker, Dennis Cyr, Joe Egan, Clem Taylor and Professor Prentiss Shepherd.

Matches planned in the future are with Salem State, Northern Essex and St. Anselms.

## Directive On Fair Housing

Lowell-----All landlords who list rental units for students with Lowell State College must now sign a statement agreeing not to deny rental because of race, color or religion.

Dormitory facilities at the College accommodate only women. Because of the increase in male enrollment, and because many girls who live outside the commuting area of Lowell, once they are beyond their freshman year, prefer to live off-campus, a list of private rental units has been made available to students.

According to George Luter, dean of men and director of housing at Lowell State College, however, black students have experienced discriminatory rental practices. One student, particularly Earscelle Wilkerson, has encountered difficulty after difficulty.

Mr. Wilkerson came to Lowell last September and enrolled at Lowell State College. He is in his late twenties and was a supervisor of some thirty persons with the United States Post Office, earning a comfortable yearly income, when he made the difficult decision to resume his education. Because he is a good deal older than most first year students, and because he wanted to re-establish regular study habits, he sought the privacy of a separate apartment.

The assassination of Martin Luther King served to emphasize that he needed to do something important with his life. At first, he wanted to become a journalist. In his own words, "I wanted to learn how to tell people what really goes on." Now, he feels he can effect more change in a law career.

Continued on Page 4

## Mellen Elected Freshmen Faculty Advisor

On Tuesday, March 11, the officers of the Freshman class held an opinion poll in the cafeteria. The poll concerned the election of a faculty advisor for the Freshman officers, as well as a band for the Freshman dance, to be held on April 18.

In an interview with Peter Tsaffaras, Freshman class president, it was learned that the search for the faculty advisor and the band began with a questionnaire that was sent out to each of the Freshman sections. In the final analysis, Mr. Charles Mellen, a Math instructor, and Mr. Arthur Friedman, an English instructor, were found to be the top choices of all replying to the questionnaire. However, many more received nominations: Mr. Bakkan, Mr. Landman, Mr. Ogasapian, Mr. Liggera, Mr. Gendler, Mr. Nieuwjaar, and even more. The polls closed at three o'clock and by three thirty, Mr. Tsaffaras reported that Mr. Mellen had won.

The same procedure was followed in the election of the band. Of the twenty that were nominated, the top three turned out to be: the Herd, the London Mists, and the Royals. With all the votes counted, the Royals turned out to be the first choice of the Freshman class. Other band nominations were: the Spectras, the Victors, the Fifth Edition, and others.

## Recording Contract for Wind Ensemble

by Beverly A. Collins

Lowell State's Wind Ensemble, under the direction of Mr. Willis Traphagen, has obtained a recording contract Reference Library in New York. The E.R.R.L. puts out a series of records which features a variety of music for band. The E.R.R.L. sells these record subscriptions nationally to band directors. The value is that the band directors become acquainted with new musical literature by hearing it performed. The Wind Ensemble will be represented on several different records. The recording session is scheduled for the end of March or the beginning of April.

Along with the recording session, plans are being formulated for the Wind Ensemble's spring concert season. On April 25, 1969, an instrumental clinic and concert will be held in Georgetown, Massachusetts. May 13, 1969, is the date set for a concert at Lowell State in the Little Theatre. The program includes Igor Stravinsky's "Concerto for Piano and Wind Instruments."

Recordings will be available soon of the performance presented in Washington D.C. this past January. Nancy Lovell (section 4 M) is taking orders for these recordings presently. The price is \$3.50 per recording.



Included on the record are the following selections: "Chorale and Capriccio"—Giovannini; "Symphony for Band"—Washburn; "Spectrum"—Bielawa.

The Concert Choir, directed by Dr. Edward F. Gilday, appeared in Washington in conjunction with the Wind Ensemble performing Orff's "Carmina Burana" and Persichetti's "Celebrations." These two pieces were also recorded and this recording will be available soon for \$3.50 also.

## Nursing Program Approved

Lowell-----The baccalaureate program in nursing at Lowell State College has won reasonable assurance of accreditation from the National League for Nursing, Inc. The four year degree nursing program was begun at Lowell State last September. In most circumstances, accreditation is granted only after four years of existence, when the school of nursing graduates its first class.

The assurance of accreditation was received in a letter to President Daniel H. O'Leary from Joan E. Walsh, secretary of the Review Panel for Reasonable Assurance of Accreditation. It is given only after intensive review of all facilities at a school of nursing by visiting representatives from the national organization.

Curriculum, faculty, classroom and laboratory facilities, the nursing library, admissions standards, opportunities for clinical experience, future plans, every phase of the nursing program, in fact, is judged by strict national standards. Only after accreditation, or its reasonable assurance, is a school of nursing eligible for federal grants.

The four year program in nursing at Lowell State College is open to qualified students with no nursing experience, to registered nurses, and to graduates of associate degree programs in nursing. A bachelor of science: nursing degree is awarded after four years of study. Satisfactory completion of the degree program qualifies

Continued on Page 8

# ARTIST

SUPPLIES OF EVERY DESCRIPTION

## Custom Picture Frames

# Cote's

## Wallpaper & Paint, Inc.

Corner Broadway & Fletcher Sts., Lowell  
LOWELL  
Tel. 453-7161

Open Mon. & Thurs. 7:30  
to 9 p.m. Tues., Wed., Fri., Sat.  
7:30 a.m. to 6 p.m.



# State Colleges

Boston Sunday Globe

By Nina McCain

The wave of student activism that has swept campuses across the country is lapping ever so gently, at the 22,000 students in Massachusetts' 11 state colleges.

Cracks are beginning to appear in the state college tradition of passive student bodies and strong, patriarchal presidents as students start to organize, to question established practices and to push for a voice in decisions that affect them.

"There is an entirely different breed of student coming into state colleges now," one student president said. "They're thinking for themselves. They used to be told what to think."

This does not mean that students are taking over buildings at Fitchburg or striking at North Adams. Activism, state college style, is a long way from the Berkeley variety.

The student leaders who are emerging at state colleges want to make the system work better, not destroy it. Their goals, modest by today's standards, are things like more liberal dormitory hours, keeping the library open on Saturdays and more money for the state colleges.

State college students met in November at Salem to talk about these and other issues and out of that meeting came a new organization with the unwieldy title of United Student Governments of Massachusetts State Colleges. Made up of the student government presidents at each of the colleges, the purpose of the new group is to provide a united student voice on questions that concern them.

While a few state college presidents are less than delighted with the new student mood, others are in favor of giving students more of a share in decision-making. And the state college board of trustees has been receptive to student viewpoints.

Mrs. J. Girard Chandler, chairman of the board's student relations committee, is a strong believer in "responsible student participation" and she has consistently sought to involve student dents in the workings of

her committee.

Mrs. Chandler's committee is now considering a recommendation that students be made voting members of certain committees of the board of trustees and there are students, as well as faculty, members on a committee setting up a student relations workshop this spring.

The trustees are now considering two items that directly affect students—an 18 point statement on student rights and a position paper on student demonstrations submitted by the college presidents. Action on the 18-point statement was deferred when students and some faculty members made it clear they wanted to be consulted.

The same issue of student participation came up during a recent trustees debate over the position paper on student demonstrations. Mrs. Chandler and several board members argued that all segments of the college community—students and faculty as well as presidents and trustees, should have something to say about such a policy.

Not all of the board members agree. Some clearly were on the side of Dr. Francis Guindon, director of the state college division, who said that "riot control" was a matter for presidents and trustees.

The point is not that there is disagreement but that trustees are at least talking about including students in making the rules they are supposed to live by—a new concept for some state colleges.

According to John Barrett, president of the student body at North Adams and one of the members of the new united student government body, students could not be more pleased by their relations with trustees.

"We have such a close working relationship with the board, it's unbelievable," Barrett said. "I don't see how a board could be closer to students even at a private school."

Barrett made the same point in testimony before a legislative committee on a controversial bill that would set

up separate boards of trustees for Salem and Boston State. He challenged Sen. Kevin Harrington's argument that students at 11 colleges could not possibly relate to one board of trustees and that their frustration would lead to the kind of strikes and demonstrations going on at state colleges in California.

Not all of Barrett's student colleagues are opposed to the Harrington bill. Joseph Goodwin, president of the Boston State student body, would like to see a separate board for his school. But he does agree with Barrett that state college students are changing.

Even though Boston State students staged a sit-in last year to protest the firing of a professor, Goodwin said the majority "don't believe in picketing, or sit-ins...there are many ways you can convey grievances without taking these steps."

One of the ways is to sign a petition, which according to student spokesmen, over 700 did recently at Bridgewater, also to protest what they claimed was the forced resignation of a popular young faculty member.

While Bridgewater president Adrian Rondileau disagrees with the students on the specific case, he is in favor of involving students in the process of evaluating faculty members.

"I believe there is no government except by the consent of the governed," Rondileau said.

Regardless of their feelings about student power, at least one of the goals of the statewide student government organization—raising money—is sure to endear it to college presidents.

"One of our biggest concerns is the need for more money for the state colleges," Barrett said. "We can't even keep our library open more than three hours on a Saturday. We haven't got the money."

"There are 22,000 students in state colleges now and by 1980 there will be 65,000. That's a lot of votes. The politicians had better start taking care of these people."

## at S.G.A. Meeting

On Wednesday, March 12, the SGA held a student council meeting with a five point agenda. The meeting was adjourned half-way through the second point, when a quorum count revealed that a number of voting members had left sometime after the original count was taken.

First, Dr. Fisher was to report on the academic calendar. While this was happening, people went out to scrounge up the correct amount of votes necessary in order to hold the meeting legally. Dr. Fisher pointed out that state colleges were required to have 150 days of instruction. When he revealed the outcome of the opinion poll concerning how to make up the days missed because of snow, it was found that 229 students had voted in favor of shortening the exam schedule.

On the new calendar, the last day of classes will be May 28, instead of the originally scheduled May 21. The added days will be May 22, 23, 27, and 28. Certain members of the faculty demanded that we make up the same day that we missed. For example, if we missed on a Thursday, we should make up a Thursday. Therefore, the 23rd and the 28th will both be Tuesdays and the 22nd and the 27th will both be Mondays. (Confused, so was the meeting). Dr. Fisher said that it will not affect graduation. The new exam schedule would run from May 29 to June 5. A committee was appointed to find out exactly what was happening.

Dr. Fisher gave the student council a brief look at what to

expect next year. At the beginning of the school year, there will be two days of registration. At the beginning of the second semester, there would be three days of registration. Because of these extra five days, there will be no semester break next year.

After Dr. Fisher was finished confusing us, a quorum count was called. The meeting could continue legally. At this time, President Battle turned the chair over to Pat Molloy, in order to discuss the second point on the agenda, which read: That the USGMSRC refuse to accept the eighteen (18) points of the Presidents' Committee and leave to the individual state colleges the right to decide student rights and freedoms as they relate to that particular campus. The point was carried.

The second part of Mr. Battle's point that was discussed read: That the Lowell State Student Council contract with the Advocate to print college news at the rate of two-hundred dollars per issue for the month of March. This contract is agreed to with the option to contract for the same services for the month of April. After extended discussion, the inadequacy of the wording of the point was established. College news was changed to Lowell State College news; the dates that the paper would go to press were named; and the option to contract was extended through the rest of the semester. When a quorum count was called, the meeting was adjourned, and no vote was taken.

## Higher Education Day At State House

Last Wednesday was Higher Education Day at the State House. The purpose of this day is to bring to the attention of the legislators the progress which state colleges have made. Those present from Lowell State were President O'Leary, Bernie Battle, Pat Molloy, and Peter Blocker.

The meeting opened with an address from Senate President Donohoe. Mr. Donohoe had nothing but praise from the state legislators. Through their help, Massachusetts has produced high quality and low cost education for every state student. Mr. Donohoe also stated that as a result of legislative support, the technological schools have been strengthened and the state teachers colleges revitalized. The biggest problem which now faces the legislators, Mr. Donohoe believes, is that of the taxpayers revolt. He feels that this could usher in a negative attitude toward taxes on higher education. The students would be affected; faculties would not be available and thousands of students would be prevented from receiving a higher education. Mr. Donohoe closed his address by stating that every legislator must rededicate himself to the cause of higher education.

Each branch of higher public education had a representative. Roger Putnam,

community colleges; John Catell, state colleges; William Tunis, representing the University of Massachusetts; James Curtis, for Lowell Tech; and President Driscoll, for the South Eastern Massachusetts Institute of Technology.

The representative for the state colleges, John Catell, told the sixty present at the meeting that state colleges offered a first rate education at two hundred dollars a year. The state colleges are rapidly converting into a

Continued on Page 7

"Fashions To Tickel Your Fancy  
and  
Blow Your Cool  
at

**Crackerjacks**

Downtown Lowell

SECTION  
REPRESENTATIVES  
ARE NEEDED  
AT S.G.A.  
MEETINGS  
IN ORDER TO  
ACHIEVE A QUORUM

PLEASE  
ATTEND

**MARTIN'S  
VARSITY  
SHOP**  
downtown Lowell  
Your Exclusive  
College Shop

FEATURING  
SUITS AND SPORTCOATS  
BY CRICKETEER



# EDITORIAL

At the last SGA meeting the council was addressed by Dr. John J. Fisher the Academic Dean. He spoke to the students on two matters dealing with the college calendar, one having to do with next year's calendar, the other concerning making up days missed due to snow storms during this college year.

Dr. Fisher announced that next year's calendar for Lowell State would run from September 10th to June 7th and there would be no "break" between the semesters save for a two day registration period. This announcement was not very well received by the students. It was expected that the calendar would be shortened, instead it seems longer. Secondly, the missing "break" was as unexpected as it was unpopular.

The second announcement was that the students would make up four days of classes missed this year due to snow storms. Dr. Fisher stated that in accordance with the wishes of the student body, as evidenced by a poll held the previous week, the days would be made up by adding two days of classes to the college calendar and shortening the exam period by two days in order to schedule an additional two days of classes.

Dr. Fisher, during a questioning period, stated that the administration had added these days in accordance with the students' wishes and that the faculty would be expected to abide by this decision. The implication was that the decision was an administration-student one. However, when it became clear that many on the council were questioning whether the four days should be made-up at all the Dean let us in on the real truth.

Dr. Fisher stated quite plainly that the four days would be made-up. That was definite. The only thing the administration was asking was how this was to be done. It would seem, then, that neither students nor faculty were allowed to participate in the decision. The prescription was made by the administration, all we were asked was how we would like to take our medicine.

We of the *Advocate* believe it is about time that the students and the faculty of this college made it clear that we do not take kindly to being treated as high schoolers. The content of education is not in the number of days, or hours, or lectures that are received. A faculty member, we feel, is competent and dedicated enough to know if he has satisfied the needs of his course. In this situation we feel that it should have been left to the faculty and students of each course to decide if any classes needed to be made-up. If so, this could have been arranged by the faculty and students of these courses.

Instead, the process was reversed. The administration made the decision and all others are compelled to obey. Yet there is no law which states how many days a state college must hold classes. Most state colleges are not being ordered by their

administrations to make-up these days. And we would like to point out that on the poll circulated to the students no negative choice, i.e. no chance to express an unwillingness to make up the days was included. Still, there was a great many negative responses as noted in Mr. Battle's letter to the editor in this issue.

Next year the students must face a longer calendar which does not include any "snow days". If four days were to be cancelled due to storms next year, the student might find himself attending classes until the eleventh or thirteenth of June.

We have little doubt that this whole situation is displeasing to most students and many faculty. We, therefore, call upon the Student Government officers to lead us in protest to the calendar and the extra four days. We would suggest a "Time Out" to be held each of the extra four days. On these days students would stay away from classes and meet in various places to discuss with faculty and among themselves a better calendar and methods for more participation in college affairs. It is only in this manner that we will be able to convince the administration that we are serious about participating in academic affairs. Nothing else has worked.

## Fair Housing

Continued from Page 2

The lack of a place to live, however, could put an end to any career for Earscelle Wilkerson. Even the judgment by a court against one landlord has not helped. This landlord agreed to rent to Mr. Wilkerson because he had legally accepted his rent money, then removed the only source of heat from the apartment. Though Mr. Wilkerson is now temporarily living with five boys at the Newman Center and Lowell State College President Daniel O'Leary is investigating the possibility of his occupying a recently vacated house on the college campus, the energy and time it has taken to find an apartment has made him question whether it is even worthwhile to go on with his education.

Because of problems such as Earscelle Wilkerson has encountered, Dean Luter has sent a letter to all landlords listing with the College. "The college administration," Dean Luter says, "is of the opinion that a continuation of its present system of housing assistance will create an injustice to some students, as well as make the college party to a practice which is not in keeping with the principles of such an institution. It should further be noted that refusal to rent on the basis of race, color, or religion, is a violation of the law. With this in mind, the College is in the process of revising its housing assistance list to include only those units which are available for rental to students on a non-discriminatory basis."



## Letters To The Editor

Dear Frank,

Would you please publish this in the next issue of the *Advocate*?

A poll of the Student Body was held last Wednesday, March 5th concerning alternatives to a situation that would require the Student Body to go a few extra days because of the many days we lost on account of the snowstorms.

As was stated specifically in the poll... "This may or may not happen." All we wanted was an "opinion." We felt that, if worse came to worse, college students are mature enough to accept what must be done. It seems that some are not. We received such responses as "Go to H—!" "Are you serious," "Go—yourself" and others which are too uncouth to even imply.

To those who read the introduction to the poll we express our gratitude. These must be those who answer questions on a test correctly because they read the directions.

To those who are too crude to read and can only react using a limited vocabulary, our heartfelt sympathy. The results of the poll are as follows:

### 1. To do away with Spring Vacation

1. Seniors—5      Sophomore—4  
2. Juniors—2      Freshmen—1  
Total—17

### 2. Extend school one week

1. Seniors—11      3. Sophomore—16  
2. Juniors—12      4. Freshmen—16  
Total—60

### 3. Cut down exam schedule

1. Seniors—37      3. Sophomore—78  
2. Juniors—43      4. Freshmen—44  
Total—229

To all those who took the time to vote please accept our thanks.

Sincerely,  
Bernie

## Operation Mail Call

Dear Sir:

Letters can be great for morale, so please publish the following announcement.

If you're definitely female you are an important person. You can brighten the day of a serviceman in Viet Nam,

make a new friend, and enjoy the pleasure of additional mail in your box. Send an introductory letter to:

Operation Mail Call  
175 RR Co  
APO SF 96227

For more than one reply please enclose a picture with your name and address printed on the back. Thank you.

Sincerely,  
Dave McKeever

## Appointment Objector

Dear Sir:

I object to the appointment of Dr. Shannon as successor to Miss Gourville as Chairman of the Education Department on several grounds. First and foremost is the air of secrecy which surrounds the Shannon appointment. Not only was the fact that an appointment forthcoming withheld, but now that the appointment has been made there has been no official announcement other than a "scoop" by the *Advocate*. Does this secrecy not make one suspicious?

Secondly, having taken a course given by Dr. Shannon, I question her ability to undertake the organization of the entire Education Department of Lowell State College. Granted that Dr. Shannon has an impressive and worthy educational background. Granted that the only criteria to be considered; In my acquaintance with Dr. Shannon, I have found her to be somewhat disorganized in regard to coordination of curriculum and other academic matters. Her classes were concerned with seemingly insignificant topics and missed the critical areas of the elementary school reading program which was to be the emphasis of the course. If her grading system be an indication of what she values in education, I also question her ability to head a department of Education. The grades which designated to papers seemed to indicate that she was only concerned with correct spelling and grammar, and not with content.

This criticism should not be construed as a personal attack on Dr. Shannon, for I believe that she does have a deep commitment to her work and a sincere interest in her students. However, I do hope to be exploring the larger question at hand, that being what are the qualities which we should expect of an education department chairman? Dr. Shannon has long been a member of the academic community of Lowell State College, both as an undergraduate and as a faculty member. She has been indoctrinated into the rigid system of the Education Department as it has existed for decades, and as it, in fact, still exists. If Dr. Shannon has any ideas for liberalizing and improving the education curriculum, she has not brought them to light. Having so long been shackled by the bonds of the inflexible system it is reasonable to assume that one will not be quick to break out of these bonds even if given the opportunity. This may be a faculty assumption, and if so I would be happy to hear Dr. Shannon's ideas on this matter.

However, until such time as she exhibits some concrete ideas for liberal change, I must oppose Dr. Shannon's appointment to the chairmanship of the Education Department.

Continued on Page 6

## The Advocate, Inc. 1968 - 1969

Published weekly during the college year except during vacations and examination periods by the students of Lowell State College. Offices located at Lowell State College, Lowell, Massachusetts 01854. Telephone: 454-8011, ex. 30. Subscriptions for students: \$1.50 per semester. Subscriptions mailed for \$2.25 per semester.

|                              |                                |
|------------------------------|--------------------------------|
| Editor-In-Chief              | Frank M. Baglione              |
| Business Manager             | Mary Lee Brassard              |
| Assistant to the Editor      | Larry Doyle                    |
| Managing Editor              | Beverly Collins                |
| News Editor                  | Ingrid Shadan                  |
| Assistant News Editor        | Dennis Prebensen               |
| Layout Editor                | Linda Hess                     |
| Advertising Editor           | Richard O'Brien                |
| Assistant Advertising Editor | Robert St. Louis               |
| Art Editor                   | Sharon Miller                  |
| Feature Editor               | Pamela Barron                  |
| Photography Editors          | Kathy Linehan<br>Brenda Mullin |
| Exchange Editor              | Ann Marie Wholey               |
| Men's Sports Editor          | James Slattery                 |
| Consultant                   | Peter Blewett                  |

Staff: Charles Scroggins, Ray Brassard, Judy Dierauer, Tom Flanders, Kitty Keane, Richard Snetsky, Irene Doherty, Suzanne LaGasse, Eileen Dinan, Kathy Walsh, KiKi Vergados, Linda King, Ronald St. Marie, Vivien Szetela, Mary Demis, Deborah Quinn, Sue Croteau, Dennis Camelio.



**FOR THE GARDENS OF YOUR MINDS**  
 a futile, but loving, attempt at writing  
 by Frank M. Baalione

It has come to my attention that many people have taken interest in my new organization—Students for an Aristocratic Society (SAS). In response to the many queries and accostings I have received I deem it appropriate that a gentleman such as myself inform these interested parties about this new organization. Included will be the requirements for acceptance to the society for any confident enough to feel they may qualify.

What we are: So far we are only me owing to the fact that I alone measure up to the qualifications. Therefore, I am a society of young, student aristocrats preparing ourselves to enter an older aristocratic society. We do this because we feel it has become quite evident that democracy is a perfidious monster that has perniciously undermined and destroyed the benefits that have accrued to societies ruled by a superior body of people. For the benefit of all men the betters must rule: this is our aim.

What we do: We, i.e. I, develop the pose and style of aristocracy among those of superior talent in order to renew that ideal and superior state where the talented and those of proper breeding control the destinies of mankind. In this pursuit we associate only with our peers, take our meals only with each other and associate only with faculty members.

There is little more to say about the society that you would understand. I would like to point out, however, that this aristocracy is based on talent. Wealth has importance only as a means that facilitates the manifestation of this talent in various ways. Birth and family carry no weight though a history of dedication to mankind in a family is considered admirable. Most important, this is an aristocracy of Virtue as well as talent.

Thus, examine yourself. Are you talented; are you virtuous? Are you one of those rare concerned and dedicated intellectuals seeking only the social position and privileges due you? If so, you may qualify, but don't count on it.

There are three orders, the Nobility which are called the knights of the sword. They alone may serve in the cavalry and they alone may take the title of Philosopher-King. The second, the Petit Nobility, are called the knights of the robe. They follow the wishes of the Nobility but do have the right to vote in the Council of the Peerage. The third order, the Gentry, called the knights of the realm follow in turn the wishes of the Petit Nobility. They also may sit in council and are considered peers. The basis for invitation into an order is talent and virtue, i.e. intelligence.

The requirements for the three orders at Lowell State are as follows:  
 average—3.0 to 3.25. good conversationalist on intellectual subjects, dresses with good taste.

Petit Nobility, —I.Q. 126 to 135; grade average 3.26 to 3.5 Very good conversationalist on all subjects, very good dresser.

Nobility I.Q. 135+; grade average 3.51+. Excellent conversationalist, excellent dresser, bed and two chairs.

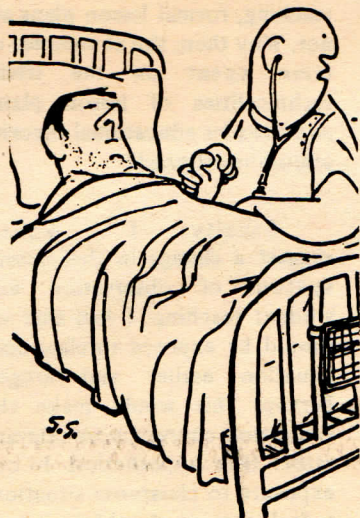
Besides these there are general requirements. Men must wear a beard. Hair for both sexes must be long: women very long, men moderately long. European ancestry is a prerequisite. This means ancestry from those European peoples who at some time achieved a respectable civilization. For example Greeks, Italians, and Irish (because of the scholarly Irish monks of the Dark Ages). English and French. Germans usually qualify as do those from the Low and Scandinavian countries. Some Portuguese are acceptable, few Spanish. Poles qualify because of association with the ancestry of Greg Peck, 4H. Russians are very welcome. Other Europeans may apply. Minority groups need not apply. Few exceptions to these rules will occur.

Special note: Those people pursuing studies in the Liberal Arts are sometimes exempted from qualifications if they are sufficiently impressive. Music people are also encouraged to apply.

It is doubtful that more than four or five people here could join the elite. Admission may be extremely difficult in addition because high ranking officials of the Republic of Virtue have expressed interest in our group. They demand only the best. Major Shea, as civil and military head of the Republic of Virtue, must consent to all appointments.

Our motto is, "I am an Aristocrat, I love liberty, I hate equality. Fie on thee many-headed-monster (the mob) and not only that but your people is a great beast, so there!"

"Now he's stopped breathing...  
 Some guys'll do ANYTHING to  
 get out of training."



The Living Theatre is one of seventeen acting ensembles in the country (mostly from New York) which comprise the Radical Theatre Repertory.

According to the program sheet for *Mysteries and Smaller Pieces*, all of these groups are "in the vanguard of a new phenomenon in theatrical and social history—the spontaneous generation of communal playing troupes, sharing voluntary poverty, making experimental collective creations, and utilizing space, time, minds and bodies in manifold new ways that meet the demands of our explosive period."

Unfortunately, the only ensemble in the Repertory which has been able to really be in this revolutionary vanguard has been the Living Theatre, the only company with enough money and prestige to go on tour. The Living Theatre—also called "Le Living"—has just returned from a tour of Europe where its legend percolated back to the states for four and a half years.

In this respect its leaders, Julian Beck and his wife, Judith Malina, have taken the old route of the American artist who could get recognition in America only after receiving it across the Atlantic. And before the sensational ascendance of its name in the circles of moneyed American supporters, the Becks and their company did not have an easy time of it.

They began in the late forties and produced their first series of plays, at New York's Cherry Lane, in 1951. They stayed there for a year, taking the narrative, word-dependent theatrical pieces of Stein, Rexroth, Eliot, and others, and trying to physicalize them beyond the imagination of the texts they were working with. For eleven years they resided in two other theatres in Manhattan (one on One Hundredth Street and the other on Fourteenth Street) and they were carried, in their theatrical sense and format, along a conveyor belt which took them farther and farther away from the use of words in the conveyance of meaning.

I am not merely punning when I emphasize "convey." One gets the conveyance of meaning or meanings from a particular play; but in a sense prophets and revolutionaries (scientific, utopian, and religious) appreciate, the conveyance of meaning is temporal, and the language Beck talks — of his company going through various stages of its own awareness of the nature of men (and of how they can be aware of themselves) — indicates that the most meaningful moments of the Living Theatre's experience are yet to come.

The Living Theatre and the Becks have become legendary to those who have heard of, but not yet seen, them; for "legendary" is a status belonging to those whose reputation precedes their actual appearance. (This review has a responsibility, then, to the many readers who have yet to see the Living Theatre and for whom "the meanings yet to come" will be different from those enjoyed by the ensemble.)

## The Living Theatre

by Gary Houston

When asked how the Living Theatre will ever be able to communicate with the majority of non-theatre-going Americans, Beck has said:

"...I think this problem represents our next important work. We have to get out of that (commercial) theatre which caters to the bourgeois elite which has the habit and advantage of going to the theatre today, the cultural elite. That is, we have to get out of that architecture; we have to begin to get to those people who are damage, repressed by the whole system into believing the theatre is not for them, that they are too stupid to go, that they cannot understand it. Our work is to find them, to get them and have a meaningful dialogue with them."

According to one's breadth of inclusiveness, the "damaged" ones are just as likely to be the great mass of TV-watchers enclaved in white American suburbs as it is the black and poor stuck in the urban slums. It is no longer facetious to say that both segments of our people — one in misery, the other in boredom — dwell in ghettos.

I hope that troops like the Becks' are up to the task, but I am cynical enough to know that it is a task too great to be done in one "stage"; it will take generations beyond the Becks—assuming that the Living Theatre and groups like it can keep abreast of the changes in milieu caused by an expanding and evermore sophisticated technology.

And what is their effect on the prime turf—the urban middle-class, the academic and free-style intellectuals, the radical young and white, the Jewish bourgeois (Beck's own background), and the members of the liberal Establishment? The Living Theatre played in New York, Boston, Rochester and other cities before coming to Chicago's Hyde Park. In Boston, a riot was almost created at the end of *Paradise Now* when the cast, stripped to the legal G-string and bra limits, exhorted the audience to go out with them and "free the streets" as the cast had freed the theatre.

*Paradise Now*, as a result, had been considered a success there. People did things. Was it unsuccessful in Chicago, where it was too cold outside for anyone to demonstrate in the streets? Temperature, temperament and action: no dramatic criteria have been developed to answer such a question.

Bertold Brecht adapted Sophocles' *Antigone* for modern stage and gave it a narration in which actors introduce their own characters' lines. Judith Malina translated it, and the Living Theatre choreographed it in its own image. Judith plays *Antigone* and her husband plays *Creon*.

*Creon*, Big Brother-like, arouses the people behind him in his war effort against a neighboring city-state. When *Antigone* tries to bury her dead and rotting brother Polyneices (whom *Creon*'s men slew for a traitor), she is defying the law. She resists the System as a result

of her efforts to be a good sister—and she is a good sister, although occasionally she exhibits her incestuous lust for Polyneices' corpse.

Judith Malina turns in a let-the-shit-hit-the-fan-with-no-bones-about-it performance. She is a scrappy, tenacious-looking little woman, and her attempts to get the tyrannized populace to defend her reminds one of a football coach at halftime screaming at his "lunk-heads" to get out there and do a job—which is to say she's very good.

Julian Beck, for his part, is one of the teethiest actors I have ever seen—which is to say he shows his teeth very well. He does his *Creon* in several voices (one reviewer speculated that they were imitations of "Lyndon Johnson, Richard Nixon, James Cagney, W.C. Fields and Punch and Judy") according, I would guess, to the style of asininity he thinks suitable for the officious statements *Creon* makes at any particular moment.

*Antigone*, done this way, loses the milieu which is an essential ingredient of the Polisplay of Sophocles. As actors go into the auditorium and surround the audience to make it crystal-clear to us that "there are many monstrous things but none more monstrous than man," the milieu becomes distinctly America, and here and now.

Onstage, the much-discussed credibility gap becomes an object of visual perception. As *Creon* pops in and out of the solid block of human bodies who individually are ministers of state and collectively are the government, he is now on the public podium, then in retreat.

If we ever thought of LBJ as a frightened, desperate, power-clutching man who knew that his *de jure* authority was waning, Beck has managed to stage those thoughts. If we ever felt LBJ was condemned by fate and circumstance to be a tyrant, Beck has recreated that feeling.

Perhaps it would be unfair to say that *Antigone*'s "message" is merely this satirical one. By the very value the company places on the nature and composition of its audience at any time and location, the audience's receptivity determines the real meaning. But the general, America-oriented context points to specific messages when we hear such statements as "Anyone who uses violence against his enemies will turn and use it against his own people."

**God Is Alive**

**HE JUST DOESN'T  
 WANT TO GET  
 INVOLVED**



## Football Players Wanted

Attention freshmen! Are you interested in forming a football team here at Lowell State? The following letter was received by the president of the Freshman class, Peter Tsaffaras:

Dear Sir:

Members of the freshman class at Worcester State have formed a football club and are now looking for possible competition next fall. We think you might be interested.

This is a football club—not a varsity team. We are definitely not pros on the order of O. J. Simpson and Leroy Keyes. Most of us played in high school and, up until a month ago, figured that we had played our last game. It bothered us and we organized the club. Assumption College has one—why can't we? was the general idea. For that matter, why can't you?

At this time we have no student funds, no coach, and no playing field, although we are looking for the last two. The money, for this year, will have to come from our own pockets. But we WILL field a team in September and we WILL play. We'd like to play a team from your school—and from other state colleges as well. Eventually, we'd like a regular league of such clubs, but we think that is a year or two away. One of the reasons we're writing to freshmen is that they'll still be around in two or three years.

I'm almost sure there is interest at Lowell State in such a thing and, if enough guys do enough talking, a club such as ours could become a reality there. We know it will be a lot of work—but it can be done and we think the end result will be worth it.

We would definitely like your reaction to this—one way or the other. We have no doubt but that football—even on the club level (perhaps especially on the club level)—would be a great thing for you, for us, and for anyone else involved. It would probably do more for school spirit—and the state college image—than anything else we could think of. If you could get a team organized by September—and there should be no reason why not—I am sure we could arrange a playing date. More than likely we'd have to travel in our own cars—busses cost money—and even kick in for beer afterwards. But we're willing—just to play football again.

If you can get up the guys and the enthusiasm, we'd be proud, willing, and happy to play.

Sincerely,  
William J. Earls

Anyone interested please contact any officer of the Freshman class.

## B.C. Skirts

According to reliable sources speaking for the administration and faculty at BelleBrew College, a new, somewhat touchy rule is about to go into effect.

Beginning March 1, all girls will be checked for decent hemlines. When a girl stands on her knees, her hemline should come no more than eight inches above the floor.



## Pride, fear, and confusion are stopping 5 million disabled from getting the help they need.

Five million disabled people are in need of our help. And we can't find them. Either they don't know where to go for help or they won't go.

Some are disabled physically. Others mentally. Some are living in

the past. Others, disabled from birth, have no past.

But most, with proper guidance and medical aid, could be living instead of existing. They could be learning to take care of themselves. They could be taught interesting

jobs. They could be getting more out of life than they're getting.

So if you're disabled (or concerned about someone who is), write to us for help.

You've got nothing to lose but your disability.



## What's stopping you!

Write: Help, Box 1200, Washington, D.C. 20013

## Letters

Continued from Page 4

Department. We cannot afford to stand still any longer!

In considering other alternatives for the chairmanship of the Education Department, I feel that past performance is the most important criteria. While one may be impressed by degrees, or ideas, the action which one has taken to improve educational standards should be the prime consideration. There are possible candidates both within the college and outside who have shown the desire and the ability to make forward strides in education. Two such people are Mr. Patrick Mogan and Dr. Alan Leitman, who by their accomplishments, have shown themselves worthy of the Chairmanship of an Education Department. People such as these should be sought to fill this vital position.

I definitely feel that the

Education program at L.S.C. should be changed. As a member of this disputed department, I feel that I am in an even better position to criticize than people from other areas of the college. First, as an Elementary Education major, I had absolutely no contact with my department until the beginning of my junior year. Once contact was established, it was made on a "mightier than thou" level in which we are intimidated to follow blindly if we hope to graduate and be placed in jobs. If we have any questions or problems, they still fall on deaf ears because the Education Office has no rapport with its students and seemingly does not care to.

My second major suggestion for change is aimed at the courses themselves. The "methods" courses, in general, concern themselves with specific minor points of teaching which one could easily find in the teacher's edition of any children's text. One example in

particular comes to mind, lesson plans. Nearly every teacher in the Education Department has a specific format which they require from their students. This format varies in technicalities among the teachers. While lesson planning is an important part of teaching, formal lesson plans are not. Why then, the abundance of time spent on the trivial technicalities of lesson plans, and broader educational theories seldom mentioned?

Finally, I would suggest a change in the present system of observation and student teaching. I feel that we should be exposed to classroom situation earlier and longer. Perhaps this would make the Education courses more relevant rather than hypothetical. In our exposure to classroom situation, I feel that it should be as an active participant from the outset rather than as a massive observer.

As I have said before, the Education Department is for the

most part illiberal and narrow-minded as it now exists. Therefore, if I hope to survive within it until reforms are made, I must sign this critique only as-----An Elementary Major

## New Committee

Continued from Page 1

giving them a sense of freedom. They pointed out in the absence of structure and rigidity, the child was free to pursue his own interests and develop his own talents. This new concept of appealing to the natural curiosity of the child induced one child to design his own learning materials, blocks. Another girl told of how one teacher took the students out on a snowy day and allowed them to look at snow flakes on their coats through a magnifying glass. This, she explained, was part of the learning process.



# Draft Information Given Here

You may be able to get a classification which will keep you out of the army if:

1. You are supporting someone else—a child, disabled person or another who cannot support himself. (III-A)
2. You can claim to have one of several physical or psychological ailments. (I-Y, IV-F)
3. Your job is important to your community's health, safety or interest." (II-A)
4. You have a strong feeling that the Vietnam war is wrong and feel that you do not want to fight in it. (I-A0, I-O)
5. You have served time in jail. (I-Y)
6. Your father was killed in the armed forces and you are the only surviving son. (IV-A)
7. You are a high school or college student, or a minister. (I-S, II-s, IV-d)
8. You work on a farm. (II-C)
9. You are an alien. (IV-C)

There are other ways to stay out of the army:

1. You can refuse to be inducted and take your case to court. Lawyers are often available free of charge.
2. You can go to Canada. There are groups in Canada which will help you get a job and obtain landed immigrant status.

We have more information on all these alternatives and others. Don't assume you can't get a deferment—come talk to us first. You may qualify without knowing it.

"When my three years is up I'm coming out, and I ain't going to reenlist and I hope to bring all the U.S. boys out....Because it's no war of ours. It's just a tragedy."

Pfc. John W. Guinn, falsely reported killed in an army body mix-up, said this on his return home to Elizabethton, Tenn.  
(Boston Globe, Nov. 27, 1967)

We're a group of people working against the war and the draft. We agree with Pfc. John Guinn that the war is a tragedy. Thousands of Americans and hundreds of thousands of Vietnamese have been killed to defend a corrupt government in Vietnam.

No more Americans should be shipped 10,000 miles to kill or be killed in Vietnam. If we don't want our friends and our brothers and ourselves to get drafted and killed, we have got to stand up and stick together. We think we will win our fight.

**DRAFT INFORMATION**  
Call or come in anytime.  
Our information is free.

**BOSTON DRAFT RESISTANCE GROUP**  
102 Columbia Street  
Cambridge Mass 02139  
(617) 547-8260



Pot House Players

## IS THIS YOU?

I am opposed to the Viet Nam War (and any such war that is not based upon defense of our country). Please send me application to the Ministry of your church, as well as information as to its beliefs and membership throughout the world.

It is my understanding that if I am accepted to the ministry of your church, I can not conscientiously participate in any military involvement not directly concerned with the defense of our country or its possessions. I further understand that training will not interfere with my normal work or academic schedule, and I can choose my own location of service to God and humanity.

Enclosed is \$1.00 to cover clerical expenses and cost of mailing.

NAME . . . . . AGE . . . . .  
ADDRESS . . . . .  
CITY . . . . . STATE . . . . . ZIP . . . . .

Mail entire ad to: Church of the Humanitarian God; P. O. Box 13236; St. Petersburg, Florida 33733.

## Sports Notes

by Charles Scoggins

Remember the "good old days" (to coin a new phrase) when one could show up at the LSC gym two minutes before game time and never have to worry about finding a good seat? The chances are that if you tried that once this year you did not try it again. What was once the exception became the rule in 1968 as the gym was often filled a half hour or more before the tap-off, and the number of games that were SRO (Standing Room Only for those of you who are not cryptanalysts), especially late in the season, truly showed the support for this year's basketball team, the most successful in the history of Lowell State. Thus I think I speak for the student body as a whole when I thank the team for the thrilling season they endowed us with.

Before the home crowd the team compiled an impressive 11-1 home record, scored over a hundred points six times, and averaged 97.5 points per game here. Overall, the roundballers were 16-6, and averaged 92.3 points per game while finishing third in the conference. Reviewing the highlights, we saw Capt. Bill Burns net his 1,000 career point in the opener against Eastern Connecticut, Bill Quirk score his 1,000th against Lyndon, and Jim McGuirk reach 1,000 against Keene while dumping in 43 points. We also saw State break the school scoring record against Johnson when the team tallied 119 points. We saw too as LSC rallied from fourteen points behind in the second half to beat Merrimack in double overtime, and even had the pleasure of listening to the "Star-Spangled Banner" live for the first time.

I think the departing seniors deserve a good deal of recognition. Capt. Bill Burns showed why he rated as the best captain LSC ever had when he gave up his lucrative scoring position as a forward because he was needed more as a ballhandler in the backcourt. Yet he still managed to average 16.7 points per game and come up with a host of rebounds in the process. Capt. Burns also finished up as the second highest scorer in LSC history, netting 1339 points during his career.

It will be a long time before anyone forgets the Merrimack game and the guy who made the

victory possible. Gary Hunt, all 5' 9" of him, hit a twenty-five foot jumper to tie the game in regulation, another long bomb to tie it up at the end of the first overtime, and then scored the basket in the second overtime that put LSC ahead to stay. The little redhead scored 202 points this year at a 9.2 clip, and closed out his career with 686 points. Gary was also near the top in the conference for free throw percentage, as he hit on 81% of his shots in sixteen conference games.

When freshman forward Dave Ryan came up with an ankle injury late in the season, Capt. Burns moved up to forward to pick up the offense. This left a big gap in the backcourt, and John Callahan performed admirably at the guard position. In the games Callahan started at guard and Burns at forward, LSC was 5-1. Although he did not shoot often, scoring but 70 points during the season, he was able to keep the ball moving to complement Hunt in the backcourt.

When one speaks of great seasons, Jim McGuirk's season this year cannot be overlooked. The amazing 6' 3" center scored 488 points for a 23.2 average, and came up with 1130 career points to place him fifth on the all-time list. A fierce competitor all the way, he shot from in close and rebounded against players taller than himself, and when the outside shooting game was not clicking, he made sure the inside game was. McGuirk was especially devastating against Lowell Tech, as scored 32, 36, and 36 points in the three games for a 34.7 average. During the first six games of February, the quiet senior dropped in 186 points for a 31.0 average, a phenomenal feat.

Looking over the rest of the roster, junior forward Billy Quirk is the Mr. Offense of Lowell State. This season saw the sensational number 14 score 522 points to break the old record of 433 points in a season, and emerge as the top scorer in LSC history with 1372 points and still one season to play. Bill was among the top scorers in the nation with a 23.7 average, and unless someone came up with some big nights, the top scorer in the conference with a 22.6 average. Dave Ryan, a freshman who shoots knuckleballs proved to be an asset up front. Scoring 200 points even at a 10.5 pace, the 6' 1" Westford product was prone to cold first halves, but explosive second halves, and

Continued on Page 8

## Higher Education

Continued from Page 3

multi-career institutions. College campuses are expanding; dormitories, student unions, and other buildings (including the new Science building at Lowell State.) are under construction. He said that state colleges can offer a student a course in any career they may be interested in.

After all the representatives had spoken, the meeting was adjourned and refreshments were served.

## Friends

Continued from Page 1

The organization tries to present a forum or at least a line of communication that is known to be unbiased by political motives. He noted that in Biafra his organization was the only quasi-political force recognized by both the secessionist Biafran government, and the Nationalist Nigerian government. He also noted that they had the same position at one time in the Indian-Pakistan War. The students seemed most interested in the summer work in the inner city and in Europe. Another topic that was discussed in depth was that of draft resistance and counseling. The American Friends Society does not have a large organization because rather than accept members they try to help others set up separate organizations which can be helped by the Friends. John Perry, their regional director of draft counseling, will be here at an early future date.

## DINO'S

for Best Subs and Pizzas  
in town

'Good Food for Good Appetities'  
382 Broadway St.  
&  
638 Chelmsford St.  
Lowell



**SUN & SNOW**  
PRODUCTS, INC.

**Motorcycles**



REPAIRS • PARTS • ACCESSORIES for all makes  
SEE US FOR HIGHEST TRADE-INS  
242 CHURCH ST. 617 452-2413  
LOWELL, MASS.



# State Bows To Boston In Playoffs, 109-88

by Charles Scoggins

"There's just no way we can beat these guys," muttered Jim McGuirk immediately after Boston State had ruined Lowell State's debut in the Southern Division Playoffs by a 109-88 score. McGuirk had a good point, the starters all matched or exceeded their scoring averages, but still fell by 21 points, which equalled their biggest losing margin of the year. LSC was not humiliated, but did the best they could against a club that has more height and depth than the Indians.

Despite the disadvantages, the visiting Indians did outrebound Boston 43-40 as McGuirk led all rebounders with 12, and Capt. Bill Burns came up with ten. Junior forward Billy Quirk tossed in 25 points for the losers, while McGuirk tallied 24, Burns 17, and Gary Hunt 13. Rod Forbes copped game honors with 29 points, and Bill Poehler added 22 for the winners.

Lowell fell behind at the very beginning when Joe Casey hit a short jumper, and were down 13-6 when Hunt hit a field goal at 4:36. After Forbes sank a free throw, McGuirk came back with a bucket and LSC trailed now 14-10. Forbes put Boston up by six, but baskets by Quirk and Hunt, and a charity by Burns against a foul toss by Casey made the score 17-15 Boston at 6:30. But this was the closest the visitors would come. BSC pushed the margin up to nine points late in the first half, 43-34, but Hunt, Quirk, and Dave Ryan all came up with hoops against a layup by Poehler, and the margin was cut to 45-40 at 18:18. Boston poured it on during the final minute and a half as Poehler came up with three buckets and Casey two while the only points

LSC could muster came on a Ryan back shot in the final thirty seconds, and LSC went into the half on the short end of a 55-42 score.

The Indians whittled the bulge to nine points during the first minute of the second half when Quirk and Ryan both tossed in jumpers, but Boston came right back with seven points against a charity by McGuirk, and the score was now 62-47 at 2:58. Despite the heavy scoring of Quirk and McGuirk, who came up with 17 and 16 points respectively in the second half, Boston continued to keep the difference between the two clubs at about fifteen points, and after Burns fouled out at 16:01, Boston opened up again and ran up the final total of 109-88.

Court Comments: Lowell State completed their season with a final 16-6 record and 12-4 conference mark...Quirk and McGuirk scored a fantastic 1010 points between them this year, with Quirk netting a record 522 points and McGuirk contributing 488...of the six Lowell losses, three of them came at the hands of Boston...North Adams was the only other conference foe to topple the Indians...playing their final games for LSC were Capt. Bill Burns, Jim McGuirk, Gary Hunt, and John Callahan...with ten members returning next year, State should come up with another successful season...Hunt, McGuirk, and Burns were explaining to Coach Frank Georges in the locker room after the game that they were going to spurn the NBA and instead sign as a trio with the ABA...their sole fear was that the only organization expressing much interest thus far was the U. S. Army.

## BOSTON 109, LOWELL 88

| BOSTON     | G  | F     | P   | LOWELL   | G  | F     | P  |
|------------|----|-------|-----|----------|----|-------|----|
| Way        | 4  | 2-2   | 10  | Quirk    | 10 | 5-7   | 25 |
| Poehler    | 10 | 2-4   | 22  | Burns    | 7  | 3-3   | 17 |
| Douglas    | 1  | 1-1   | 3   | McGuirk  | 8  | 8-9   | 24 |
| Forbes     | 13 | 3-4   | 29  | Hunt     | 5  | 3-5   | 13 |
| Casey      | 6  | 2-3   | 14  | Callahan | 0  | 0-1   | 0  |
| Fallano    | 0  | 0-0   | 0   | Ryan     | 4  | 0-1   | 8  |
| Miller     | 1  | 0-0   | 2   | Martin   | 0  | 1-1   | 1  |
| Gilbert    | 4  | 1-2   | 9   | Bergeron | 0  | 0-0   | 0  |
| Lindgren   | 4  | 1-3   | 9   | Thomas   | 0  | 0-1   | 0  |
| Henry      | 1  | 0-0   | 2   | Boehm    | 0  | 0-0   | 0  |
| Osso       | 3  | 1-1   | 7   | Flaherty | 0  | 0-0   | 0  |
| Moore      | 1  | 0-0   | 2   | Sococco  | 0  | 0-0   | 0  |
| Domeretsky | 0  | 0-1   | 0   | Law      | 0  | 0-0   | 0  |
|            | 48 | 13-21 | 109 | McLean   | 0  | 0-0   | 0  |
|            |    |       |     |          | 34 | 20-28 | 88 |

Lowell State 42 46 - 88  
Boston State 55 54 -109

### Shannon

Continued from Page 1

Instructor. She is also a contributor to Reading in Child Development by W.H. Burton, published by Bobbs - Merrill Company.

Dr. Shannon has been a guest speaker at numerous national, state and local conferences on linguistics and reading and has served as a consultant to many linguistics and reading story groups. She is listed in Who's Who in the East and Who's Who of American Women.

Her professional societies include: The American Educational Research Association, the International Reading Association, the National Council Teachers of English, the Association for Student Teaching, The American Association of University Women, Pi Lambda Theta, and Delta Kappa Gamma.

When asked about her opinion of the program initiated by Dr. Alan Leitman, Dr. Shannon replied "No comment".

### Sports Notes

Continued from Page 7

several times this year brought State from behind with his steady scoring. The sixth man turned out to be Kenny Martin. Proving valuable as a spot starter and relief for the regulars, the Lowell junior tossed in 78 points during his limited action.

The remainder of the team, all freshmen, sophomores, and juniors have next season to look forward to, and if they can fill the tough positions vacated by the seniors, next year's team will maintain the winning tradition. As far as new talent, LSC has the chance to pick up several local high school stars. I had the pleasure of riding to the playoff game at Boston State with the coach of St. Joseph's High School, George Gregoire. A coach who has the perfect understanding between himself and his players, he guided a school that has only 68 males in attendance to an 11-3 record. He informed us that at least two of his top players are seriously considering coming to Lowell State. One of them is Bill Dastou, the city schoolboy scoring champion who averaged near 30 points a game and around twenty rebounds per. The other, whom I also had the pleasure of meeting during the Boston trip was Al "Spider" Grant, a forward with tremendous desire and a player Gregoire is quite high on. It has been said that playing basketball is 90% desire, and if that is the case, Grant would blend in nicely here.

I would also like at this time to thank Coach Frank Georges, Dr. Cizek, and the entire basketball team for the marvelous cooperation they gave me this year. They took the initiative of paying most of my expenses, including meals and the motel bill during the Farmington trip, while all that was required of me was keeping simple statistics. I was also invited to the Playboy Club in Boston with the team at the expense of Coach Georges, and have begun to feel almost a part of the squad. I am grateful for this, and wish all the graduating members of the team the best of luck, and Coach Georges the best of luck with next year's team.

### New Directions

Continued from Page 2

in the program being developed at Lowell State College will be concentrated in the area of team effort.

During the course of the student teacher program, Mr. Sinibaldi points out, it will be continuously evaluated. Since open concept education differs slightly from one community to the next, interested school systems will be making suggestion and revisions, devising a teacher internship program which will best suit their own needs.

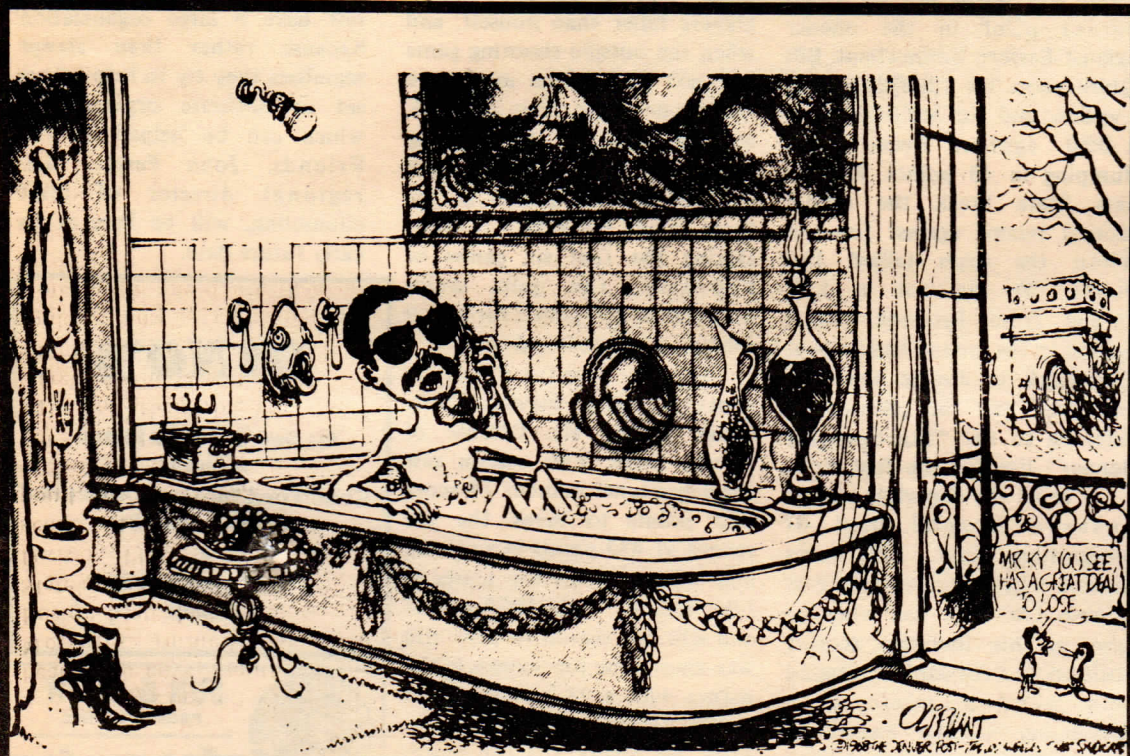
The pilot program for twelve student teachers, Mr. Sinibaldi feels, is only a beginning. As more communities begin to appreciate the advantages of open concept education, it will be adopted by more school systems. There has been some experimental work in team teaching in some Massachusetts communities, but this approach to elementary education is relatively new here. The experience of the numerous school systems in the midwestern and western parts of the United States, however, has shown that the open concept idea helps children of all levels of ability. It does not hold back the above average child; the average child receives more individual attention and feels encouraged by success as he advances from one level to the next; and the slower child does not experience the failure and discouragement arising from unrealistic expectations based on standard grade norms.

### Nursing

Continued from Page 2

students for examinations administered by the Massachusetts Board of Registration in Nursing and for graduate study in nursing education, supervision, administration, or clinical specialization.

A new 3.5 million dollar Science-Nursing Education facility, for which ground was broken last week, will house the nursing program. Dr. Gertrude Barker, R.N. is chairman of the Department of Nursing at Lowell State College.



"Sitting there in Washington, Clifford, how can you possibly know of the intense bitterness of our valiant struggle...?"